

Purpose: Narrate

This section describes the *key characteristics* of “narrate, or inform or entertain through imaginative narrative” purpose writing.

Using the Scoring Rubric

The progress indicators in the scoring rubric have been developed to help teachers understand and evaluate their students' progress and achievement in writing. Teachers are asked to make a “best-fit” judgement as to the level at which their student's writing most predominantly sits for each of the seven content areas: *Audience Awareness and Purpose, Content/Ideas, Structure/Organisation, Language Resources, Grammar, Spelling, and Punctuation.*

Deep Features

Audience Awareness and Purpose:

Here the writer informs or entertains a reader or listener by constructing a view of the world that the reader can enter. Narratives centre on a problem that is usually resolved in the course of the telling. There are many types of narrative with variations in focus, including folk-tales, fairy-tales, myths, legends, and short stories (e.g., historical, romance, fantasy, crime, science fiction, adventure, etc.). Narratives develop characters and include settings, plot and theme. A point of view (perspective from which the story is told) is evident. There is often use of dialogue.

Content/Ideas:

Most narratives contain the elements of orientation, complication, resolution, and coda although not always in this order. The orientation provides the setting and usually introduces the main characters. The complication presents a problem or crisis where something is or goes wrong. This usually necessitates going through a series of events (i.e., steps to resolve the problem) until readers are taken through to a resolution where the problem is solved, for better or worse. The coda is an optional part and is a reflective statement often related to the theme that may occur at any time in some types, although is most commonly found at the end.

Structure/Organisation:

A narrative is generally organised around events or happenings and/or as a time sequence (i.e., conjunctions and adverbials show linkages in setting events in time, and ordering the events and the passage of time).

Language Resources:

Specific people, places and events are named (e.g., “Winnie the Pooh and the Hundred Acre Wood” rather than “bears and forests”). Language resources (e.g., figurative language devices such as a metaphor, idiom, onomatopoeia, and descriptors such as adverbials and adjectivals) are commonly used to add interest, engage the audience, and give detail to characters, settings, and events. Dialogue or direct speech is often used to develop characters and plot and to give the story a “realistic” feel. Verbs are commonly in past tense though tense can vary (e.g., a flashback may use present tense to relate a past event “as it happens”). Many action verbs that tell of happenings and behaviours are used along with some sensing and thinking verbs that are used to describe the thoughts and feelings of characters. There may be some saying verbs that tell of characters speaking.

Some existing and relational verbs are used to tell of settings and to establish and reflect on characters and problems. The choice and use of verb-vocabulary often reflects the desire to create particular images or feelings for the reader.

Surface Features

Grammar:

This dimension of text refers to accepted patterns in language use rather than with grammatical choices made by writers to achieve particular purposes. Here we refer to aspects of grammar such as subject-verb agreement, the use of complete verbs/verb groups, and the appropriate and consistent use of tense-choices for verbs. It is a student's ability to control language patterns at this level of text that is judged here.

Spelling:

Spelling is considered separately and is related to increasing skill and knowledge about high-frequency words (HFW), simple spelling patterns, complex spelling patterns, and the spelling of irregular or technical vocabulary. The judgement of spelling is made in the context of the student's text but evidence to support the judgement needs to be considered carefully.

Punctuation:

This dimension of text refers to the degree of control a writer shows over punctuation. This control ranges from showing an awareness of sentence punctuation to being able to use complex punctuation effectively. Again scorers are required to locate evidence to support their judgements about a student's competence.

Scoring Rubric, Purpose: NARRATE

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Audience Awareness and Purpose	<p>Writer writes primarily for self.</p> <p>Attempts to tell a story</p> <p>Assumes shared knowledge of the context with the audience.</p>	<p>Writer recognises they are writing for an audience other than self.</p> <p>Tells a simple story.</p> <p>Assumes shared knowledge of context with the audience.</p>	<p>Writer shows some awareness of purpose and audience through choice of content, language, and writing style.</p> <p>Attempts to construct a credible world to engage and entertain the audience.</p> <p>Gives audience most information needed to entertain it, e.g., sufficient description of setting, character, problem, and resolution.</p>	<p>Writer shows awareness of purpose and audience through choice of content, language, and writing style.</p> <p>Attempts to construct a credible and consistent world to engage and entertain the audience.</p> <p>Gives audience all the information needed to entertain it e.g., sufficient description of setting, character, problem, and resolution.</p>	<p>Writer shows awareness of purpose and targets the audience through deliberate choice of content, language, and writing style.</p> <p>Constructs a credible and consistent world to engage and entertain the audience.</p>	<p>Writer constructs a sustained, credible world, largely persuading the audience to suspend disbelief.</p> <p>Entertains, engages, challenges, provokes, etc., the audience and sustains their attention.</p>
Content/Ideas	<p>Writing usually includes a simple complication and resolution</p> <p>Limited aspects of content, e.g., setting, character, and events, are evident.</p>	<p>Writing covers some domains appropriate to purpose, e.g., orientation, complication, resolution, and (sometimes) coda.</p> <p>Some aspects of content, e.g., setting, character, and events, are evident.</p>	<p>Writing includes most domain elements for a story e.g., orientation, complication, resolution, and (sometimes) coda.</p> <p>Shows some selectivity in choices of setting, character, and events.</p> <p>Includes an ending.</p>	<p>Domain elements for a story are mostly developed and usually consistent e.g., orientation, complication, resolution, and coda.</p> <p>Shows some thoughtful selection and development of setting, characters, and events.</p> <p>May need to refine ending in order to reflect orientation and satisfactorily resolve plot complications.</p>	<p>Develops consistent domain elements for a story e.g., orientation, complication, resolution, and coda.</p> <p>Shows thoughtful selection and development of setting, character, and events.</p> <p>Ending satisfactorily reflects orientation and resolves plot complications.</p>	<p>Develops characters and setting with internal consistency and weaves these into the narrative.</p> <p>Creates a coherent narrative through thoughtful selection of settings, character, and events.</p> <p>Makes clear thematic connections across events and character actions and interactions with resolution of plot.</p>
Structure	<p>Some semblance of organisation, usually around a single idea, may be evident at sentence level.</p>	<p>Some organisation is evident e.g., main events/happenings are in chronological order.</p>	<p>Orders most important domain elements of story e.g., orientation, complication, resolution, and (sometimes) coda.</p>	<p>Orders important domain elements of story</p>	<p>Includes all domain elements, and may experiment with story structures e.g., moving beyond the “moment” to past and future times.</p>	<p>Experiments with story structures with increasing success.</p>

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
Structure (continued)	<p>Stream of consciousness evident</p> <p>Some evidence of time order.</p>	<p>Stream of consciousness evident.</p> <p>Uses connectives that indicate the passage of time, e.g., “first:”, “then”, “next”, etc., to link ideas and events..</p>	<p>Organises the story around a series of sequenced happenings.</p> <p>May link ideas and events by using connective words and/or phrases, e.g., “later that evening”, “because”.</p> <p>Attempts paragraphing.</p>	<p>Increasing controls story elements, e.g., plot and character development.</p> <p>Uses effective connectives to help the story to progress, e.g.,, time-vocabulary (“later, then, etc.) and also cause and effect (as a result, etc).</p> <p>Uses paragraphing, linking main ideas and supporting details.</p>	<p>Control story elements. with evidence of increasing control over pace and proportion of elements.</p> <p>Uses a range of effective connectives within and between paragraphs.</p> <p>Uses paragraphs with main ideas and supporting details. Links sentences thematically to topic of paragraph or section</p>	<p>Sustains complex arrangement of story elements, e.g.,, effective plotting or development of events, without sacrificing character development and largely controls pacing and proportion.</p> <p>Uses effective connectives</p> <p>Uses logically arranged reasoned ideas in well-crafted paragraphs.</p>
Language Resources	<p>Uses some key content words and high-frequency words. Some detail may be evident.</p> <p>May attempt to use some dialogue.</p> <p>Attempts to use some new words</p> <p>Shows some understanding of pronoun use.</p> <p>Uses some language appropriate to purpose and audience.</p>	<p>Attempts to add detail through a variety of verbs, adverbs, adjectives and other language features, e.g., similes.</p> <p>May use dialogue where appropriate.</p> <p>Experiments with vocabulary</p> <p>Shows some understanding of pronoun use.</p> <p>Uses some language appropriate to purpose and audience.</p>	<p>Adds interest and detail by using descriptors, e.g.,, adverbials and adjectives, and other language features e.g.,, metaphor.</p> <p>Uses dialogue appropriately to add to story.</p> <p>Begins to use varied and precise vocabulary.</p> <p>Largely controls pronoun use.</p> <p>Language is generally appropriate to purpose and audience.</p>	<p>Selects some precise verbs for impact to describe actions and events to capture thoughts and feelings.</p> <p>Uses dialogue purposefully and appropriately.</p> <p>Attempts to select and use vocabulary purposefully.</p> <p>Language is appropriate to purpose and audience.</p>	<p>Selects precise verbs for impact to describe actions and events and to capture thoughts and feelings.</p> <p>Selects and uses a range of vocabulary to suit the purpose.</p> <p>The writer’s style is evident in parts of the text.</p>	<p>Controls descriptive or figurative language to show physical, emotional, and psychological states rather than just naming them.</p> <p>Sustains control of a range of story elements including dialogue, description, tension, emotion, pace, etc.</p> <p>Selects and uses a wide range of vocabulary to suit the purpose.</p> <p>The writer’s style permeates the text and may address reader directly.</p>

	Level 1 (Proficient)	Level 2 (Proficient)	Level 3 (Proficient)	Level 4 (Proficient)	Level 5 (Proficient)	Level 6 (Proficient)
	Mainly uses simple sentences, with some variation in beginnings. May attempt compound and complex sentences.	Uses simple and compound sentences, with some variation in beginnings. May attempt complex sentences.	Uses a variety of sentence structures, beginnings, and lengths.	Uses a variety of sentence structures, beginnings, and lengths for effect .	Uses a variety of sentence structures, beginnings, and lengths for effect and impact .	Uses complex, appropriate, varied sentence construction.
Grammar	Attempts to use basic grammatical conventions when writing simple and compound sentences, e.g., consistent tense	Uses most basic grammatical conventions correctly when writing simple and compound sentences e.g., consistent tense, subject-verb agreement, consistent pronouns correct use of prepositions).	Uses most grammatical conventions correctly when writing simple, compound, and some complex sentences.	Uses most grammatical conventions correctly when writing simple, compound, and complex sentences.	Uses almost all grammatical conventions correctly when writing simple, compound, and complex sentences.	Sustained control of sentence grammar evident throughout piece. Control enhances communication.
	Errors may interfere with meaning.		Errors no longer interfere with meaning		Uses the conventions of grammar with few intrusive errors.	
Punctuation	Shows some simple sentence indication, e.g. capital letters, full stops.	Uses most simple sentence indication i.e., caps, full stops, question marks.	Uses simple correct sentence indication i.e., caps, full stops, question marks.	Uses consistent correct sentence indication i.e., caps, full stops, question mark, exclamation.	Uses the conventions of punctuation with few intrusive errors.	
	Errors may interfere with comprehension.			Errors do not interfere with comprehension.		
		Attempts some other basic punctuation e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction.	Uses some other basic punctuation correctly e.g., caps for proper nouns, commas in lists, speech marks, apostrophes for contraction	Mostly uses accurate complex punctuation e.g., commas, colons, hyphen, ellipsis, apostrophe of possession, and the punctuation for dialogue	Uses complex punctuation accurately e.g., apostrophes, colons, hyphens Some success with using commas, semicolons for embedded, parenthetical, and conditional phrases or clauses.	
Spelling	Spells some high frequency words (Lists 1-3) correctly	Spells most high frequency words (Lists 1-4) correctly.	Spells most high frequency words (Lists 1-6) correctly.	Few errors within high frequency words (Lists 1-7).		
	Begins to use some common spelling patterns, e.g., “and”, “band”, “hand”	Understands frequently used spelling patterns (e.g., changing y to ies, double consonant when adding ing).	Understands most spelling patterns including some complex patterns (e.g., plurals using ch,sh,x,o).	Understands most spelling patterns including most complex patterns e.g., soft ‘g’ or ‘c’, keep the ‘e’ manageable.	Demonstrates a good understanding of spelling patterns with few intrusive errors.	
	Attempts to spell words by recording dominant sounds in order.	Approximate spellings show knowledge of consonant sounds, blends, and vowel sounds.	Has some success with multi-syllabic (hygienic), irregular (yacht), or technical words.	Uses complex multi-syllabic irregular or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.	Sustains control of complex multisyllabic, irregular, or technical words.

Annotated Exemplars for Narrate Purpose

START WRITING HERE

A friendly cat was trapped in the top branches of a tree it couldn't get down. The weather man said there was going to be a thunderstorm that night. Night soon came and the cat was still in the tree. A big bolt of lightning struck the tree. The tree started booming it was raining hard. The cat ran for the closest house it could see it ran up by the door. A gang of 5 dogs came along the cat was trapped. The dogs came closer to the cat. The cat climbed up the brick wall of the house it ran across the roof and jumped off. The cat saw an open tool shed near by the cat ran into the tool shed and hid behind a box. The cat was safe. When morning came the cat ran home for some food. When the cat got home its owner wasn't there he looked round he couldn't find any thing. The cat went down town to find some food in a rubbish bin. Lots of people were saying poor cat. The cat saw its owner come out of a shop and followed her home. The cat walked up to its owner she said hello pumpkin I missed you come and get some food. She gave him a hole chicken. The cat ate it all up and went to sleep.

Punctuation 3P

Sentences punctuation is mostly correct. This writer knows that capital letters are used to begin sentences and full stops are used to stop them. For two sentences, however, only partial punctuation is used. Other basic punctuation is used correctly. Good use of apostrophe of contraction (wasn't, couldn't). Little complex punctuation is evident.

To score higher than 3P This writer needs to demonstrate greater consistency in sentence punctuation and more evidence of ability to control more complex punctuation.

Spelling 3P

Most HFW and words from lists 1–6 are spelled correctly. Spelling shows some knowledge of common spelling patterns (-ing and -ed, though "trap" is a problem). Limited knowledge of complex spelling patterns is evident.

To score higher than 3P More evidence of ability to control more complex spelling patterns and irregular, multi-syllabic and technical words.

Audience and Purpose 3P

Language use and writing style is appropriate to telling a story. The story is told from a third-person perspective and is consistent. There are attempts to add interest for readers through the development of a series of problems that the cat faces as it attempts to find its owner.

To score higher than 3P This writer needs to tell the story in a way that enhances reader enjoyment through targeted language use and better management of structure to enhance and build the suspense.

Content/Ideas 3P

This piece includes basic elements of a narrative. The main character (which remains largely undeveloped) is a cat. There is a problem (the cat is lost), a sequence of events and a resolution (the cat sees her owner, goes home with her, gets fed and goes to sleep).

To score higher than 3P This writer needs to make the orientation, complication and resolution more comprehensive. The story, while including a series of events, needs to show how these events "build" to a resolution rather than appear as a largely unrelated series.

Structure/Organisation 3B

The events in this story are in time order. There is a clear sense of beginning, middle and end, though it lacks fluency in parts. Some events seem out of place (the weather man, lots of people were saying). One paragraph break is evident.

To score higher than 3B This writer needs to control the flow of the story better. This could be improved through the use of better linking devices and paragraphing. The story sequence needs to be better managed.

Language Resources 3B

There is evidence that the writer is attempting to add interest to this story through the inclusion of detail. Some good use of adverbials indicates some attempts at linking events and providing a context ("When morning came", "When the cat got home...", "Night soon came..."). Verb vocabulary is limited (ran, climbed, went, get). Some use of adjectives (top, whole, closest, some, friendly) some use of adverbs (hard, soon). Direct speech is included (though not punctuated) – e.g., "Hello Pumpkin" helps to show the relationship between the cat and the owner.

To score higher than 3B This writer needs to show better control of a wider range of vocabulary to add interest and to create fuller images for readers.

Grammar 3P

There are 19 sentences in this piece. Only 11 are correct. Many of the simple sentences are correct, but there are frequent run-on sentences. Shows some knowledge of how to construct compound and complex sentences, but errors are frequent. There is evidence of developing understanding of the use of dependent clauses in first position (e.g., "When morning came, the cat ran home") to contextualise happenings. Non finite dependents give detail ("The cat went down town to find some food in a rubbish bin"). Verb tense is consistent and appropriate to telling of past events.

To score higher than 3P This writer needs to demonstrate more control of sentences and how to stop them.

DANCING PRINCE

It was a bright Sunday afternoon when Jerry was going about his daily ~~chose~~ house work. When his step-dad had just come home from ~~the~~ the super-markets, he had fresh fruits and vegetables, groceries and meat. Jerry also got the peculiar smell of chocolate which he loved so much. His step-dad called out, "Jerry, go and help Daniel and Dave with the provision."

Jerry was a quiet and gentle-hearted person who cared for everyone and loved his mother very much. He was 16 years old and was short and thin with blue eyes. His mom and dad had got divorced about a year ago. But his mom then got married again to his step-dad Derrick who hated Jerry. His step-dad Derrick had two sons: Daniel who was 18 and Dave who was 15. As he rushed out to the car, something touched his ~~left~~ leg and most thing Jerry knew that he was tumbling down the front porch. As Jerry got to his feet, he heard the sounds of laughter. He toward the car he saw his step-brothers laughing at him, they call him butter-knives. He turned around the porch to look at what had made him trip, it was Dave's skate board. He then picked up the grocery bags and ignoring his brothers returned to the house. There he saw his step-father sitting on the lazy-boy chair with the TV remote in one hand and a beer bottle in the other. He smiled at Jerry and said, "Nice job with the lawn mowing. But now hurry up with the cooking." Jerry's mum had to go out of town for an important meeting for a week or so. That is why his step-father was treating him without respect or concern that he is his only child. His brothers were checking the free tickets for the school ball which they were ~~was~~ going to attend tonight without Jerry. Jerry wasn't allowed to go because his step-father said so.

They didn't buy him anything to wear and took the money which his mum gave to buy clothes with. Jerry really wanted to attend the school ball, because he wanted to take a very special someone with him. Her name was May Summers, the girl who lives across the street to him.

Jerry spent all afternoon doing his work and thinking of a way to go to the ball. ~~It was~~ The day went on fast, but it was 6 in the evening. It was like the clock had turned back. His brothers were leaving early even though the ball was to begin a 3pm that evening. As they left, Jerry went out onto the porch to look at the moonlight and the scenery.

To David's surprise his neighbour Mr. Thompson came outside with a suit and a tie and said to Jerry, "Take this and wear it and you can take my car to the ball." Mr. Thompson noted that he heard about his step-father mistreating him and felt sorry for Jerry.

Jerry reached the School Ball 3pm at 9.30. Surprisingly, his mum May Smithing all alone and asked her if she wanted to dance. They danced the night away.

His brother's were so jealous, Jerry and May were made Prince and Princess of the ball. His mom returned home and was given the news by Mr. Thompson about Jerry's situation. What she did ~~about~~ it is another story all together.

Audience Awareness and Purpose 6P

Exaggerated the typical concerns of teenagers in respect of the school ball. Captures the mistreatment in terms the audience could identify with. Otherwise assumes the audience will accept the modernised "fairy tale" components. Little consideration of the girl's stressed situation – asks reader to assume she will go and be "available" for his heroic climax and ending.

Content/Ideas 6B

Good blend of fantasy, description, emotional reflections, and justice for the good and suppressed. Predictable heroic completion of the plot and the climax achieves the dreams of success.

Structure/Organisation 6B

Chronological sequence with occasional flashbacks to supply needed information – not all flashbacks are well placed. Paragraphing divides the phases of the action

Language Resources 6P

A variety of sentence structures are used effectively – but lapses in construction spoil others. Vocabulary is generally straightforward. Description is economical and effective.

Grammar 5P

Sound sentences and generally accurate mechanical use of language, but occasional lapses as words are missed out, or incorrect forms used.

Punctuation 6P

Deficiencies with use of capital letters and apostrophes. Commas several places.

Spelling 6B

A variety of misspelled words – ranging from complex unfamiliar words to more common frequency words.

My First Driving Lesson

The morning came, I was very excited. I had been up since five o'clock this morning getting prepared to go for my very first driving lesson. I was going with my Dad because my Mum did not have the patience or the time. Anyway, we got in the car and off we went.

I was going very slow for fear that I might hit into something. My Dad was keeping a close eye on me. We got to the traffic lights when they were just turning orange so I decided to stop. Then the lights turned green and it was time to go but the car would not move.

Everyone behind me started hooting in frustration because I was holding them up. Then all of a sudden I pulled off very fast and I could not slow down. My Dad told me to hit the breaks in a very high voice but the car still would not stop.

Now we were in really big trouble. We were heading down hill and right at the bottom of the hill was a bus full of tourists. I lost control of the steering wheel and just before we hit into the bus my Dad grabbed the wheel and turned the corner. ~~but we~~ As we were so just when we thought we were in the clear this a man on a bicycle came out of nowhere and hit straight into us.

My heart was pounding so hard that I thought it would pop out. I woke up to find that I had fainted after the accident.

The ambulance came and took the man to hospital. We went home in silence.

It started off as a very exciting day but ended up as a horrible nightmare.

Audience Awareness and Purpose 5P

Audience exposed to an excited narrator who simply and briefly recalls experience. Begins with anticipation and ends with regrets. The brief descriptions that are given are imaginative and effective.

Content/Ideas 5P

Clear sequence of events, linked smoothly and developed. Little sense of character, although the narrator remains central and reveals emotions.

Structure/Organisation 5P

Chronological sequence of events without any variation. Paragraphing is of sections of the story rather than conventional paragraphing. Several phrases become ambiguous because they are misplaced in the sentence structure (*hit the breaks* (sic) in a very high voice).

Language Resources 5B

Simple sentences and uncomplicated complex sentences. Simple vocabulary for both the actions and the emotions of the story. No dialogue.

Grammar 5P

Several run-on sentences. Generally good control of syntax.

Punctuation 4P

Punctuates most of the constructions used effectively. Incorrect use of capital letters for *my Dad* and *my Mum*.

Spelling 5A

Single error in mainly straightforward vocabulary set.

To achieve Level 6 The writer would need to develop more intensity in describing events – expand the descriptive elements. Expand into indirect narrative methods (show: don't tell!) – dialogue, reflection, different points of view... Link beginning and ending.

Selected glossary of terms for the ‘to narrate’ purpose

Purposes:

- to inform or entertain the reader by constructing a world that the reader can enter and
- make the reader enter into and believe a creative, imagined world of events, problems, situations, or people.

Terms	Explanation	General example
Perspective	The particular point of view that the story is told from, i.e., <i>who is</i> the narrator telling the story, e.g., Wolf's perspective of 'The Three Little Pigs.' 1st person: the narrator is a character in the story and tells the reader his/her story using the pronoun I. The narrator can comment only on what he/she sees and hears, and cannot comment on other characters' thoughts and feelings. 3rd person (limited): the narrator is outside of the story and tells the story from the perspective of only one character. As a result, the narrator can report only what that one character sees and hears. 3rd person (omniscient): the narrator is outside of the story and is all knowing or Godlike because she/he knows everything and occurs and everything that each character thinks and feels. This does not mean that the narrator shares everything with the reader.	
Elements of story	Plot: what happens and why. Setting: where the story takes place. Character: an individual in a story, play or poem whose personality can be inferred by their actions and dialogue and physical features. Orientation: where the characters, setting and time of the story are established (who, what where). Problem/complication: the structures, activities and events involving the main characters are outlined. Conclusion/resolution: (ending) the complication is resolved satisfactorily but not necessarily happily. Coda: (optional) reflective statement often related to the theme that may occur anytime within the narrative but usually at the end.	
Proportion of elements	The elements of the story flow together well, e.g., neither the beginning nor the ending, dominate the story and the other elements are not rushed in order to end the work.	
Dumping	Adding in unnecessary information. The content may not be ordered to interest the reader.	
Sense of disjunction	The ending doesn't relate back to the beginning and or the plot is disjointed. The events are not linked in a logical or realistic way.	
Semblance of order	Text is organised chronologically, i.e., some form of time helps to sequence and structure the text, e.g., beginning, middle and end or orientation, complication and resolution (not always in that order).	
Stream of consciousness	Records the thoughts going on in a person's mind as they occur, e.g., <i>I'm winning the race. One more kick I say to myself and ... now "Kick" I'm running, running, running and try time.</i>	
Non traditional structures	Follows a different way of organising the story, e.g., <i>slice of life, starting with the resolution or a flashback sequence.</i>	
Nouns	A noun answers the question: <i>who or what?</i> In narratives they name specific people, places, things and events.	Some types of nouns are: Abstract: <i>hope, love, joy, beauty</i> Collective: <i>class, team, swarm</i> Common: <i>apple, dog, hat, boy</i> Proper: <i>Monday, New Zealand, Easter</i>
Pronouns	Pronouns are used often, but not always, to 'replace' a noun or noun phrase and help the writer to avoid repetition. They can be confusing to a reader if the pronoun references are not clearly made.	Some categories of pronouns are: Demonstrative: <i>this, that, these, those</i> Indefinite: <i>anybody, everything, nobody</i> Personal: <i>I/me, you, he, her, we/us, they/them, it</i> Possessive: <i>mine, yours, his, hers, ours, theirs, its</i> Reflexive: <i>myself, herself, themselves</i> Relative: <i>who, whom, which, whose, that</i>
Adjective/ Adjectivals	Adjectives are words that describe somebody or something. They build up information around the noun, characters or events. They answer the question: <i>which, whose, how many, what like or what type?</i>	Some types of adjectives are: Classifying: <i>African, plastic, wooden, social,</i> Comparing: <i>smoother, prettier, smallest</i> Descriptive/factual: <i>old, busy, rocky, soft, red, brick</i> Distributive: <i>each, every, either</i> Opinion: <i>elegant, poor, scary, difficult</i> Quantity: <i>five, sixth, two dozen</i>
	An adjectival is a group of words that are used to give more information about the noun. They are sometimes preceded by a preposition.	<i>in the top branches of the last apple tree (where?), cleaner than mine (what like?), the old scuffed boots (which?)</i>
Verbs	Verbs refer to an action, a process, happening, or a state of being. Action verbs: are generally the more physical actions that can be observed. In narratives saying verbs help depict the character by the way they say something. Stative verbs: give information about a state of being or mind.	Some types of verbs are: Action: <i>danced, twisted, ventured, crept, held, slunk</i> Saying: <i>said, pleaded, replied, shouted, cried</i> Stative: <i>am, hoped, felt, seemed, prefer, feared, love, smelt, heard, thought, believed, know</i>
Adverbs/ Adverbials	Adverbs give extra meaning to a verb, an adjective, another adverb or a whole sentence. Adding -ly to an adjective forms many adverbs, but there are also many that do not end in -ly.	In many cases, adverbs tell us: how (manner): <i>slowly, happily, carefully, grumpily</i> where (place): <i>here, away, home, outside</i> when (time): <i>now, tomorrow, later, soon</i> how often (frequency): <i>often, never, sometimes</i> why (reason): <i>thus, consequently, accordingly</i>
	Adverbial phrase: A group of words that function in the same way as a single adverb.	how: <i>in a threatening way</i> , where: <i>a few miles away</i> , when: <i>over the weekend, a few days ago</i>

Terms	Explanation	General example
Conjunctions	Conjunctions join two clauses together and only operate within a sentence. They can show the relationship between the ideas within and between sentences.	They show four main types of relationship: adding information: <i>and, but, or</i> cause and effect: <i>as, because, if, since</i> time: <i>after, as, since, until</i> contrasting ideas: <i>unless, but, although</i> <i>The cat saw its owner come out of the shop <u>but</u> did not follow her home.</i>
Connectives/ linkages	Connectives are a word or phrase that also link clauses or sentences. They can be placed at various positions within the sentence and contribute to the cohesion of the text.	Connectives have the following functions: adding information: <i>also, furthermore, moreover</i> explaining: <i>for example, in other words, that is to say</i> sequencing ideas/listing: <i>firstly, first of all, finally</i> indicating result: <i>therefore, consequently, as a result</i>
	Linking devices: Conjunction of time (time connective) link words and or phrases.	<i>after, next, later, <u>when</u> the cat got home, <u>suddenly</u> it stopped so she did as well</i>
Figurative language	Alliteration: the repetition of consonants, especially the initial consonant so that the words are linked together by sound.	<i>The wild wet Wellington wind, slithering snakes, ruby red rose.</i>
	Hyperbole: is exaggeration for dramatic effect.	<i>I've told you a million times to clean your room!</i>
	Idiom: is an expression which is not meant literally and whose meaning cannot be worked out from knowledge of the individual words. They can be special to a particular country or its language.	<i>You look a bit under the weather this morning. I'm off to see a man about a dog. She'll be right. It was a storm in a teacup.</i>
	Imagery: use of language to create a vivid sensory image. May include vocabulary and or choice of synonym, adjectives and adverbs. The image may be visual (picture), auditory (sound), tactile (feel), olfactory (smell) or gustatory (taste).	Imagery may be combined with metaphors: <i>The sleek, oily-black pistons hissed musically.</i>
	Metaphor: the writer writes about something or someone as if they were really something else, without using the words: like or as.	<i>Her gaze was icy. The salesman was a shark. The moon was a ghostly galleon floating across the sky. The ship ploughed through the sea.</i>
	Onomatopoeia: A word or group of words that attempt to replicate sounds that are associated with their meaning.	<i>the wind whistled, a rustle in the leaves, clang, hiss, crash, cuckoo, woof</i>
	Personification: where language relating to human action and emotion is used to refer to non-human agents or objects or abstract concepts.	<i>Soccer has been good to me. The weather is smiling on us. The flames licked at the walls of the house. The tree watched him sleep.</i>
	Rhetorical questions: the question implies the answer is obvious. It is the kind of question that doesn't need to be answered in the text.	<i>Don't you think it's time you settled down? Have you ever built a tree hut?</i>
	Simile: the writer creates an image in readers' minds by comparing a subject to something else, by using the words: like, as, or as if.	<i>as brave as a lion, as strong as an ox, He smokes like a chimney. She swims like a fish.</i>
Direct speech	Is when the writer quotes the speaker's original words. Speech marks are used to denote the beginning and end of direct speech.	<i>"I don't know what to do," said Dean.</i>
Indirect / reported speech	Is when the writer reports what is said. The exact meaning of the speaker's words is given but the exact words are not directly quoted.	<i>The wolf said that he would huff and puff. He said he might go to the party if he was asked to.</i>
Dialogue	Written conversation between two or more people.	<i>"What do you want?" I asked. "An ice cream please," replied Tom.</i>
Simple sentences	Simple sentences have a single clause. They have one main idea expressed as subject, verb and object.	<i>The cat was safe. It was late.</i>
Compound sentences	Compound sentences have two or more clauses joined together by conjunctions such as 'and' and 'but'. The clauses are of equal weight; that is, they are main clauses.	<i>He climbed into bed <u>and</u> he fell fast asleep. It was late but I wasn't tired.</i>
Complex sentences	Complex sentences contain at least one clause that does not make sense without the other clause(s), i.e., the rest of the sentence.	<i>When morning came the cat ran home for some food. Although it was late, I wasn't tired.</i>